

NEED ANALYSIS IN LEARNING ENGLISH OF MARITIME STUDENTS

Raidah mahirah

raidahmahirah@gmail.com

Muhammad Basri Wello

mbasriwello6@gmail.com

Kisman Salija

Kisman.salija@unm.ac.id

State University of Makassar, Indonesia

ABSTRACT

This study is a response for a vocational English teacher and students experience that focus in maritime zone, in which the process of teaching and learning English still applies English for general purpose. It makes the students difficult to improve their ability in using English for specific purpose. The material was taught by the teacher that was not appropriate with English for specific purpose based on the preliminary study that has conducted. This study reviewed the need analysis process in providing the learning need of a study in Maritime. In collecting the data, descriptive quantitative method was used to view the learning need. Questionnaire and interview were used as the instrument in this study. The subject of this study focused on the three target groups, they are two teachers, twenty seven students, and eight graduates. The result showed that the students need to learn some topics that were limited by scope and sequence where cover the students' needs, wants and lack in learning English. This study also presented three results areas which are covered all the information of students. They are present situation analysis, target situation analysis and learning situation analysis.

Keywords: Need Analysis, ESP, Maritime

INTRODUCTION

In learning English with a different context specifically, it makes the Maritime students have to focus and learn more about English in Maritime zone. Sometimes, the students learn English just to get better achievement. Not only for a better achievement but also some students learn English to prepare himself/herself to get job on the future, to be an expert in some fields, reputation and many more. And they aware that English the most important one that they have to learn. They realize that how to communicate or how to understand each other if we do not understand the language, especially in certain community, where English is a target-language community. The reasons previously denote that some students learn or took a course English in specific way.

In this case, the students have different goals in learning English. They learn different materials in different context as well. They learn based on what they need and what they want to learn. One of the majors that should be learning English for specific purpose is Maritime, especially in senior vocational school.

In this study, English for Maritime was focused on a senior vocational school in Bulukumba where the students prepare to continue their study and to face the world of works by providing the knowledge of maritime zone in English. The students also demand to understand English based on their needs, because there are many terms in Maritime study.

But the matter of fact, the students learn English that do not focus on specific in maritime materials. They are still learning about general course. It is one of the big problems that still happen on the process of learning. This case made the researcher need to unpack the problem that faced the students in the process of learning. Based on preliminary study that had conducted on January 2018 at SMK Neg. 1 Bulukumba, the researcher had found out some problems. Surprisingly, the teacher taught the students with the general materials up till now. It means that the students did not learn English for specific purpose in material in real. The other problem that found, the teachers were limited by resources of maritime materials. On the result of interview in preliminary study, the teacher said that *“we have limited resources; we just used the books from the government that based on curriculum of 2013, where the book not only focused in maritime specific topic, but also focused on character building. It is good for the students; besides they learn about English, they can build their character. But to teach specific topic, sometimes we confused what topic that the students need, what material can make the students interest in learning English”*.

To overcome the problems above, it was very essential to give English subject which was up to date and appropriate with the students need. The researcher tried to analyze what

the students need in learning, what model, method, style or strategy that can make the students interest in learning English. As the result of the problem stated previously, the researcher conducted a research entitled “Need Analysis of English Course Material For Maritime Students”

Based on the illustration above, the objectives of the research are:

1. To find out the students’ need based on present situation analysis in learning English especially in English for Specific Purpose at Maritime Zone.
2. To find out the students’ need based on target situation analysis in learning English especially in English for Specific Purpose at Maritime Zone.
3. To find out the students’ need based on learning situation analysis in learning English especially in English for Specific Purpose at Maritime Zone.

LITERATURE REVIEW

Language becomes the most important one to communicate with each other. All of the people use English to convey the information, facts, ideas and opinion. The people also express language in different context and situation. Evidently, they learn English for some reasons. In generally, there are two reasons of people in learning English, they are English for general purpose (EGP) and English for specific purpose (ESP). As English for general purpose, the people used it for general context and situation. They learn because necessity from their collage, to communicate with the foreigner, as avocation, or to get better achievement in the course.

EGP is contrary with ESP. ESP is one of the situations for students in learning English specifically. The students learn ESP in especial purpose based on their needs and their major focus. According to Day & Krzanowski (2011) they argued that ESP involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. ESP always focuses on professional purposes, where a set of skill that the learners need in their works, communities and professional carriers.

ESP mainly about the process of learning and teaching English in specific learners, specific’s needs, specific purposes and specific goals and objectives of the course. One of the major that learn ESP is Maritime zone, where the students of maritime need to know the English for maritime specifically. The statement above can be taken to include in Maritime English proficiency such as shipping knowledge and marine communication. To know more about what the students need to learn in ESP, especially in maritime, the teacher should know

what the students need and interest in learning. To know and gather the information about that, the teacher need to do need analysis before teaching.

Need Analysis is one of the ways to analyze and observe the students' need and interesting in learning. Need analysis refers to a set of the goal and objective the content of the course. It discussed about what the learners know already and what they need to know. Need analysis make sure that the course will contain relevant and useful things to learn (I.S. P & Macalister, 2010). Need analysis that also called Need Assessments that aims to collect the information about the situation of students learning, the students' needs, and the material that will be implemented in process of learning.

There are many researcher have conducted the studies about need analysis in English learning. First is from Kaimuddin (1999). He stated that in planning the subject matter to be presented, the teacher should know "what the students need, what the students want, what the students be able to do with and what they has learned in real life situation". The teacher should have clear idea of what skill and knowledge the students will need in learning situation that we usually called target learning situation.

The second one was stated by Aliyah (2014).She stated that the students' perception on English materials that they learn at vocational school is still needed more improvement. They expected to learn more English materials, particularly registers and vocabularies which were related to their future jobs and workplace. It is the reason why the English teaching materials do not fulfilled yet their needs in learning. It is related to the research that was found out by Hartini (2015) on her study. She said that "English teacher for Vocational school must aware that the students must be given the English teaching materials according to the students' need.

Furthermore, the results of need analysis give information to the teacher specifically either in specific purpose or general course. In English specific purpose, Need Analysis cannot be separated with each other. Because it is one of the unit in designing and developing English material, syllabus, method, and all of the contents in the process of learning in specific purpose. The teacher is difficult to develop materials without doing need analysis firstly. Since Need Analysis can make a limitation with the goals and objectives of the course clearly.

Based on some previous finding research, the researcher concluded that to teach in vocational school, the teacher should gather the information the students' interest and students' need in learning especially in vocational school like maritime. To help the teacher

in doing need analysis, this research tried to help exploring the students need in learning English through need analysis.

RESEARCH METHOD

The current study was undertaken at SMK Neg. 1 Bulukumba that focused in Maritime students in the academic year 2017/2018. The respondent of this study consisted of three target groups with 37 total of respondents. They were 27 students, 8 graduates and 2 teachers. All the respondents filled out the questionnaire as an instrument of this study to collect the information about the students needs, wants and lack in learning English. This study was presented by descriptive quantitative, where the questionnaire analyzed by tabulation statically.

FINDING AND DISCUSSION

In this section, the researcher showed the result of need analysis that had done in need analysis phase. The data was analyzed by calculating that using percentage of questionnaire. The information was gathered in need analysis about present situation analysis (PSA), target situation analysis (TSA) were proposed by (Hutchinson and Waters, 1987) and learning situation analysis (LSA) was suggested by (Dudley-Evans and St. John, 1998). The information covered lacks, needs and wants, then specifically about learning ability, problem, priority, attitude and solution. Hasan (2017).

Having discussed and analyzed the three areas of PSA, LTA, and LSA, we concluded the list of scope and sequence on the table below. The scope has come to be used which refer to coverage of items in the course, while sequence deals with how much will be included in relation to the topic, which content is needed in the course and which provides a basis for materials that will be learned later.

1. Scope

To decide the goals and content of the ESP course either lecturer or writer should be interpreted them from need analysis. It was appropriate the statement from Hutchinson & Waters (1987), they stated that in defining the syllabus, the statement that what will be learned have passed several stages before reached the point in the mind of the learner. Each stage needs to be interpreted. The writer formulated a proposed-syllabus for ESP course based on the interpretation of need analysis. To sum up the findings in the present situational analysis (PSA), target situation analysis (TSA) and learning situation analysis (LSA), the

writer classified the need in some classes. Brown (1995) pointed out that the classification of need divided into five classes to answer the question in the process of gathering information. The classes are *learning problems*, *learning priorities*, *learning abilities*, *learning attitude*, and *learning solution*. The breakdown of classification will be presented on table 4.13 as follows:

Table.1. List of maritime students' actual needs

List of Needs	Description
1. Learning Problem - Potential Problem	<ul style="list-style-type: none"> - Have to understand every word - Understand only the slower speech rate - Difficult to concentrate on listening to the length information - Very limited vocabulary and grammar complexity - Less vocabulary and grammar - Difficult to pronounce - Less knowledge of grammar (See table 4.2)
2. Learning Priorities - Purpose - Context - Skills - Achievement	<p>Pursuing job and continuing study (See table 4.3)</p> <p>Using English in the process of learning (see table 4.5)</p> <p>Reading and Speaking (see table 4.6 and 4.7)</p> <p>Being able to communicate orally and understand written English (see table 4.4)</p>
- Language content	<p>➤ Topic : Standard maritime for communication phrase, ask for and giving personal data, time at sea, parts of shipping, terms of shipping, navigational routes, weather and season, describing crew role and routine, ask for and giving direction and emergencies and safety (See the table 4.8)</p>
	<p>➤ Grammar : Number, present tense, subject verb agreement, part of speech, prepositional, determiner, pronoun, W-H Question, Yes-No Question, future tense, Some/any, Much/Many, a little/a few, countable and uncountable, conditional sentence, conjunction, alphabet, past tense. (See the table 4.9)</p>
3. Learning abilities - Students level of English	<ul style="list-style-type: none"> ➤ Fair in Grammar, pronunciation and vocabulary ➤ Good in listening, speaking, reading and writing (See the table 4.1)
4. Learning Attitude	

<ul style="list-style-type: none"> - Learning preference - Methodological preference 	<ul style="list-style-type: none"> ➤ Summarizing, provide a title, finding an error analysis in the text, guessing, role plays, describing different pictures, translating sentence, recognizing grammar in reading, identify an error, learning and performing dialogue, imitating the teacher, repetition of drills learning from dictionary, translating vocabulary, memorizing vocabulary, listing word classes, matching, multiple choice, identify an error spelling. (See the table 4.11) ➤ Studying in a small group, learning with using the picture, learning individually, learning in pair, learning with using games (see the table 4.12)
<p>5. Learning Solution</p> <ul style="list-style-type: none"> - Perceive solution 	<ul style="list-style-type: none"> - Expanding vocabulary - Build up concentration - Improving self-confidence - Pronunciation practice - More reading activity - Listen more about English through media - Practicing in writing - Studying grammar

After listing the students' actual needs, the writer then formulated the course aim. The purposes of aim statements are to provide a clear definition of the purpose of the course, to provide a guideline for teachers, learners and materials to help provide a focus for instruction and to describe the important and realizable changes in learning (Richards, 2001). Furthermore, the aims were formulated follows: The students are expected to be able to comprehend the text and able to the convey idea in English orally about maritime in the process of learning.

Having stated the learning outcome above, several activities in designing and developing rules are determining the scope and sequence to plan the course before ordering the syllabus completely.

2. Sequence

In this part, selecting and determining the order topic would be conducted in selecting the syllabus content and type that will be applied in the classroom. Need analysis and consultation with the teachers that have been carried out to obtain an initial list of the topics course, after consulting with the teacher, the writer separated the topics based on curriculum in the school. The result of need analysis listed the following thirteen initial topics that would be included in the maritime course. They are;

- 1 Standard maritime for communication phrase**
- 2 Asking and giving personal data**
- 3 Time at sea**
- 4 Parts of shipping**
- 5 Terms of shipping**
- 6 Navigational routes**
- 7 Weather and season**
- 8 Describing crew role and routine**
- 9 Asking and giving direction**
- 10 Emergencies and safety**
- 11 Terms of maritime**
- 12 Numerical information for engineering**
- 13 Understand standard engine orders**

However, the list of initial topics above needs refining by considering course goals and objective, the importance of the initial topics, the students' knowledge, and the allotted time to teach the topics in comparing to the curriculum.

From the refining section, nine topics selected and re-arrange in a logical order based on the curriculum in the school.

- 1. Standard maritime for communication phrase**
- 2. Asking and giving personal data**
- 3. Asking and giving direction**
- 4. Time Weather and season condition at sea**
- 5. Shipping**
- 6. Crew role and routine**
- 7. Navigational routes**
- 8. Emergencies and safety**
- 9. Understand standard engine orders**

The decision about the course content which has been sequence above is determined based on “*Need*” criteria because the topics are organized in order of importance to the students' need in personal and social live and also suitable with the curriculum. And all of the processes of sequencing are done by consultation with the teachers in the field and comparing to curriculum. All in all, the teacher should be aware of the fact that students' needs may change in every time, and the students' need

is different with other students in different level. Consequently, the teacher should be prepared before teaching to match the materials with the students needs in learning and teaching process.

CONCLUSION

1. The English material needed by the students of maritime at SMK Neg. 1 Bulukumba are standard maritime for communication phrase, Ask for and giving personal data, Time at sea, Parts of shipping, Terms of shipping, Navigational routes , Season and weather, Describing crew role and routine, Ask for and giving direction, Emergencies and safety. All the topics are what the students need and want to learn. The percentage score can be seen on the table and chart in discussion phase.
2. Mostly, the students claimed that speaking and reading skill are prioritized to improve in learning English. It because the students want to prepare themselves for pursuing study, job and career in the future.
3. The students need various activities in learning to break out their laziness and boredom. So that is why the teachers demand to develop their method, model, strategy and style every time in teaching.

BIBLIOGRAPHY

- Aliyah, N.F., 2014. Needs analysis of English teaching materials for automotive mechanical engineering department of SMKN 2 Barru. State University of Makassar, Makassar.
- Brown, J.D., 1995. The Elements of Language Curriculum: A Systematic Approach Program Development. Heinle Publishers, USA.
- Day, J., Krzanowski, M., 2011. Teaching English for Specific Purposes: An Introduction. Cambridge University Press, Cambridge.
- Dudley-Evans, T., St. John, M.J., 1998. Developments in English for Specific purposes. Cambridge University Press, Cambridge.
- Gustafson, K.L., Branch, R.M., 2002. Survey of Instructional Development Models, 4th ed. ERIC, New York.
- Hartini, S., 2015. Need analysis of English at SMK-SMTI Makassar. State University of Makassar, Makassar.
- Hasan, A., 2017. English Syllabus Design for Students of Nutrition Department at Kendari Health Polytechnic: A need Analysis. Hasanuddin University, Makassar.
- Hutchinson, T., Waters, A., 1987. English for Specific Purposes: A learning-Centered Approach. Cambridge University Press, Cambridge.
- I. S. P, N., Macalister, J., 2010. Language Curriculum Design. Taylor & Francis, New York.
- Kaimuddin, 1999. English syllabus design for students of Avionics Technology. Unpublished, Makassar.
- Mahirah, R., Ahmad, D., Sukirman, 2016. Designing Multiple Choice Test of Vocabulary For The First Semester Student At English Education Department Of Alauddin State Islamic University Of Makassar. ETRNAL Engl. Teach. Learn. Res. J. 02, 194–208.
- Wello, M.B., Dollah, S., 2008. Fundamental Aspect of English for Specific Purpose. Badan Penerbit UNM, Makassar.
- Yassi, A.H., Kaharuddin, A., 2018. Syllabus Design for English Language Teaching, second. ed. Prenada Media, Jakarta.